



EASTERN OREGON
UNIVERSITY

College of Education
Course Syllabus
Fall, 2011

Course Number: ED 651

Course Title: Curriculum/Instruction/Assessment Core

Credits: 2

Catalog Description: Develops two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means (Winter term) for those goals is a primary task of this course. Determining student entry skills and behaviors, designing norm-and criterion-referenced testing (Winter), and then describing the results are studied. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the main thrust of the instructional portion of the course.

Instructor:

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Office hours by appointment (due to supervision in the field)

Mode, Time, and Place: Per MAT schedule for times and location

Texts (required): already purchased for summer

Moore, Kenneth H., (2009). *Effective Instructional Strategies: From Theory to Practice..* Thousand Oaks, California: Sage Publications, 2nd edition, ISBN: 978-1-4129-5644-4.

Wormeli, Rick. (2001). *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher.* Portland, Maine: Stenhouse Publishers. ISBN: 1-57110-328-7.

Course Outcomes:

Students completing this course should be able to:

1. Understand the basic concepts of instructional goals
2. Write a skeletal instructional goal and identify appropriate measurement techniques for it
3. Write and develop lesson plans that reflect Oregon Core Content Standards
4. Write developmentally-appropriate and student-centered lessons
5. Develop a mini-work sample that incorporates a minimum of a week's lessons (4 to 5)
6. Write lessons in which the assessment is reflective of the goals and objectives
7. Practice effective research-based teaching strategies
8. Identify a variety of curriculum mapping and planning models

OAR Standards Addressed in this Course:

584-017-0100 Objectives for Initial Teacher License

(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

- (a) Select and/or develop tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are valid and reliable to determine the progress of all students including those from diverse cultural or ethnic backgrounds;
- (b) Document student progress in accomplishing State content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
- (c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;
- (d) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning; and
- (e) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student
- (f) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and progress in learning and use evidence of effectiveness in planning further intervention.
- (g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

584-017-0130 Middle Level Authorization

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in middle level education and which ensures that students learn to think critically and integrate subject matter across disciplines.

584-017-0140 High School Authorizations

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in grades 7-12 and which ensures that students learn to think critically and integrate subject matter across disciplines.

584-017-0185 Evidence of Effectiveness

- (1) The unit assures that candidates provide evidence of effectiveness to foster student learning.
- (2) Each student teacher preparing for an Initial I Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, the two work samples may be completed at either authorization level. Work samples include:
 - (a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;
 - (b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;
 - (c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);
 - (d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;
 - (e) Interpretation and explanation of the learning gains, or lack thereof; and
 - (f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.
- (g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level

and student needs in at least one subject.

(3) Each candidate preparing for a Continuing Teaching License assembles a collection of evidence that documents the candidate's advanced knowledge, skills and competencies as designated in OAR 584-017-0160. The collection of evidence includes:

- (a) Long term goals of study based on content goals and district standards that determine the knowledge and skills each student needs;
- (b) Instructional plans that incorporate knowledge of subject matter, the developmental levels of the students and research-based educational practices that are sensitive to individual differences and diverse cultures;
- (c) Evidence of the ability to establish a classroom climate that is conducive to learning for all students;
- (d) Data on student progress toward attainment of long term goals, refinement of plans for instruction and establishment of alternative goals for students when necessary;
- (e) Evidence of collaboration with parents, colleagues and community members to provide assistance to students and their families to promote learning;
- (f) Evidence of the use of emerging research on teaching, learning and school improvement; and
- (g) Evidence of participation in designing, evaluating and improving opportunities for teaching.

Course Topics for Fall term:

- Instructional goals and means to measure attainment
- Determining what is required to be taught, how to employ research-based, effective teaching strategies, how to locate resource information, and how to plan instruction.
- Writing effective lesson/unit plans that incorporate pre-assessment, structure, lesson development, and closure with assessment.
- Development of a mini work sample
- Instructional strategies addressing middle school best practices
- Models of curriculum development
- Teaching strategies to accommodate all learners
- Effective research-based teaching strategies

Course Requirements/Assignments/Attendance Expectations

Participation/exercises: Students are encouraged to attend each session to participate in exercises from the lecture and demonstrations. This hands-on format will help the student practice measurement, teaching strategies, and their applications. Activities' grades cannot be awarded if the student is absent. Assignments and activities may be adjusted to accommodate rate of learning, incorporate new information in the field, and progress in placement teaching. Assignments will be submitted on time, using stated file-naming protocol. Penalty for late assignments is the prerogative of the instructor.

Student Evaluation and Grading

Grades are based on scoring guides written for the writing assignments and presentations and available on Blackboard. Assignments are to be handed in on the specific due date. When absent, assignments may be emailed as a Microsoft Word attachment. Using a rubric converter, the grades will be converted as follows:

- A 90--100
- B 80--89
- C 70--79
- D 60--69
- F Less than 60

Course Outline and Due Dates:

F=Face to Face, O=Online

Date	Topic	OAR	Outcomes	Instructional Method	Assignment/Due Dates/Weight
Week 1, Day 1	Mini-work sample overview	-584-017-0185, 1-3 -584-017-0130	5	Lecture-F	-Skim Chapter 1 in Moore and Wormeli - Mini Work Sample, 25% of course grade, due December 6th
Week 1, Day 2	Curriculum mapping and planning	-584-017-0100, f,g -584-017-0130	8	Lecture-F	- Read Ch 2 in Moore, Ch 9 in Wormeli
Week 1, Day 3	Curriculum mapping and planning (cont.)	-584-017-0100, f,g -584-017-0130	8	Small groups, lecture-F	Work in class on unit timeline
Week 1, Day 4	Setting goals and objectives	-584-017-0185, 2b -584-017-0130	1,2	Lecture, small groups-F, Blog entries-O	--Read Ch 3 in Moore, Ch 6 in Wormeli Lesson Openers and Closers Blog entries, 5%, due Oct. 17th
Week 2, Day 1	Developing Lesson plans	-584-017-0185,2b -584-017-0130	3,4,5,6	Lecture, small group activity-F	Read Ch 4 in Moore -Lesson Plan Assignment, 15%, due Nov. 7th -Read Ch 7 in Moore, Ch 5 in Wormeli
Week 2, Day 2	Direct and Indirect Instruction	-584-017-0185, 3b -584-017-0130	7	Lecture-F	-Read Ch 5 and 6 in Moore, Ch 4 in Wormeli
Week 2, Day 3	Integrated Teaching Methods	-584-017-0185, 3b -584-017-0130	7	Small groups-F	-Integrated Teaching Method Demonstrations (Chapter 7-Moore), 10%, due in class on Week 2, Day 3 and 4

Week 2, Day 4	Integrated Teaching Methods	584-017-0185, 3b -584-017-0130	7	Small groups-F, Contribution to Lesson Plan List-O	Continued from previous day
Week 3, Day 1	Basic assessment for mini-work sample	-584-017-0185, 3b -584-017-0130	6	Lecture-F	Lesson Plan List Contributions due online, 2 pts. (class activity) due Nov. 11
Week 3, Day 2	Data analysis for mini-work sample	584-017-0185, d	6	Lecture, small groups-F	Data Analysis Assignment, 10%, due November 18th
Week 3, Day 3	Data Presentation	-584-017-0185, d	5	Demonstration-F, Graphs (for peer comment)-O	Data Presentation Assignment, 5%, due Nov. 18th online
Week 3, Day 4	Excel Workshop	584-017-0185, d	5	Lecture, individual practice-F	
Finals Week	Final Exam	-584-017-0185, 3b -584-017-0130	1-8	Assessment-O	Objective Final Exam taken through Blackboard (20% of course grade) due December 6 th , Mini Work Sample due on Dec. 6th
In-class activities constitute 10% of the term grade. Includes discussions, in-class activities, data gathering, and supplemental readings.					

Statement on Academic Misconduct:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at:

<http://www.eou.edu/saffairs/handbook/honest/html>

Statement on Americans with Disabilities:

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone 962-3081.